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ABSTRACT

This manual is designed to assist in the development of displaced homemaker career awareness programs within community settings. Examples are taken from the project, Expanding New Horizons, targeted at low-income and minority displaced homemakers. The first two sections offer guidelines for recruitment and for selection of a community facility. In the next section, on course development, characteristics of the instructor are described, and each of the six sessions in the course are outlined. The fourth section focuses on provision of child care, including staffing of a child care center, equipment, and insurance. The final section discusses evaluation, follow-up, and job development. The appendix, amounting to over one-half of the manual, consists of the project's curriculum guide; this contains exercises, reprints of materials, articles on women's employment, information sheets, worksheets, and an evaluation form. (YLB)

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Expanding New Horizons

TRAINING MANUAL

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cañada College

Redwood City, CA

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This manual was designed to assist in the development of displaced homemaker programs within community settings.

A project, "Expanding New Horizons," was conducted by Cañada College at Fair Oaks Community Center during academic year 1982-83 and served 43 displaced homemakers, 85% of whom were successfully placed into jobs or training programs.

The project director was the sole staff member and worked part-time approximately 25 hours per week implementing the project and teaching, counseling and providing placement. Other temporary staff members were hired to provide child care and classroom assistance.

The entire project was completed on schedule and within a budget allocation of $24,832.

We hope you will find the guidelines in this manual to be helpful in reaching more low-income and minority displaced homemakers. Best wishes to all of you who continue to serve the displaced homemaker.

Katharine Nelson
Project Director

June, 1983

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RECRUITMENT

Displaced homemakers tend to be socially isolated and hard to reach. Occasionally, they find their way to college campuses and/or training programs, but the majority are often unaware of local services and in need of special assistance before they can take advantage of such services.

For the displaced homemaker who is also a member of a minority group, the problem of isolation from services may be even more acute. If low-income, minority women are targeted for services, a campus-operated displaced homemaker program cannot afford to rely on traditional publicity methods, such as announcements in the campus newspaper, flyers posted on-campus or in neighborhoods adjacent to campus, or public information office bulletins. Special recruitment efforts are needed to reach these women.

Some of the methods we used in the "Expanding New Horizons" project were:

-- Announcements on the marchee at Fair Oaks Community Center telling the course dates and times

-- Flyers (with application on reverse) enclosed with A.F.D.C. checks and mailed to all welfare recipients in the county
-- Listing in the county "Resource List" that is mailed to over 200 service organizations
-- Articles in the Fair Oaks Community Center newsletter
-- Publicity through local churches in the Fair Oaks area and on radio stations serving large ethnic populations
-- Flyers in neighborhood laundromats, libraries, medical facilities, supermarkets, and community centers
-- Presentations to social service personnel, civic organizations, and community groups

Publicity must be designed with the idea in mind that many of the target population have limited English-speaking abilities and limited educational backgrounds. A sample flyer is included in the appendix of this manual.

SELECTING A

COMMUNITY FACILITY

In selecting a facility, primary consideration should be given to its:

-- Proximity to low-income, minority populations
-- Proximity to public transportation
-- Adequacy of classroom space
-- Proximity of the child care facility
-- Commitment to your program's objectives

Fair Oaks Community Center was selected as the site for our project because, in addition to its central location for serving disadvantaged people, the staff demonstrated a strong commitment to the project. In addition, there was an availability of classroom and office space, an on-site, licensed child care facility and staff, and a career library with videotape equipment and other media resources. Fair Oaks Community Center is well-known throughout the community and has a reputation for offering high-quality programs designed for the specific needs of the neighboring community.

Security is an important factor to weigh

before investing in a facility. Although Fair Oaks Community Center has a security staff, problems occasionally occur and, as we experienced, equipment can be stolen. These potential concerns must be considered and appropriate alternatives planned in the event that they do occur.

The Instructor

Teaching a career awareness course in six Saturday sessions requires an ability to synthesize important labor market information, select appropriate role models, and present career information in a clear, concise manner. Knowledge of local labor trends and training programs is essential, as is a broad knowledge of all occupations. Word processing, for example, is a career that many displaced homemakers are unfamiliar with. An instructor must be able to describe the work that a word processor performs, explain the skills involved in the work, and discuss working conditions, training requirements, salary, future demand, and training programs to prepare one for entry into the field.

While accuracy and realism are important in presenting career information, it is also important for the instructor to be a positive and motivating force to her students. The self-esteem of the displaced homemaker is often very low; she needs to be informed about career opportunities and encouraged to pursue whatever

paths will lead to her goal. A counseling background is highly desirable in the instructor, as she must be able to pick up on the myriad problems facing her students that may not be openly discussed. The instructor must be knowledgeable about community resources and services in order to assist students in overcoming whatever barriers to employment they may face.

The Course

Session 1

The orientation on the first day of class frequently sets the tone for the weeks to follow. It is important, therefore, to allow sufficient time for students to get acquainted with themselves and the instructor. Two to three hours should be sufficient to welcome the students, explain the program, outline how the next six weeks will be spent, introduce oneself, and allow each person the opportunity to introduce herself and explain her interest in taking the course. Because of the self-esteem problem discussed earlier and other circumstances in her life, the displaced homemaker will naturally be feeling somewhat uneasy at the first session, so a comfortable atmosphere must be established. If coffee and refreshments can be

provided, all the better. It may also be important to state that students may get coffee or use facilities at any time without "permission", as time has undoubtedly elapsed since they were last in a classroom situation.

Also during this initial meeting, time should be taken to set up carpools or to arrange any situation that will assist the students in attending. These activities will help to break the ice and establish a warm, comfortable setting.

Following the orientation, information on the labor market and particularly on women's role in it can be presented to the group. A "quiz" was devised and distributed to students to test their knowledge of career trends. After its completion, the quiz was discussed by the group, with the instructor providing the correct answers for those needing them. In this way, group participation was enhanced and the instructor could evaluate the strengths and weaknesses of the group.

Vocational Interest Testing

Vocational interest testing should take place as early as possible, preferably at the first

session, so that the tests can be returned and interpreted at the second meeting. It is important for the students to have this information early. The California Occupational Preference Survey (COPS) takes approximately 20 minutes and the FIRO-B takes approximately 10-15 minutes to complete.

The "Expanding New Horizons" project utilized one vocational interest test, the COPS, and one personality measure, the Fundamentals of Interpersonal Relationship Orientation-Behavior (FIRO-B) (see appendix). The COPS is especially useful because it can be hand-scored, either by the instructor or by the group, providing immediate results for the students. The categorization of career clusters is logical and concise and provides additional information on autonomy, level of responsibility, and educational requirements involved in particular careers. Care must be taken to avoid overwhelming the student with too much information at one time by administering a more complex survey. The COPS is also a good tool for the introduction of reference books, such as the Occupational Outlook Handbook and the Dictionary of Occupational Titles.

The FIRO-B is a short inventory that yields a wealth of information about inter-personal needs and behaviors. Used primarily in marriage counseling,

the test is helpful in analyzing on-the-job behaviors related to social interactions, the ability to assume responsibility, and the level of self-confidence. The test can pinpoint individual preferences that permit Susan to be a successful receptionist while Jane makes a better librarian (Inclusion), explain why Ruth can follow directions easily but why Carol resents any supervision whatsoever (Control), and offer insight into why Marcia never gets angry, but Diane seems always to be blowing up at someone (Affection). Many personality inventories have been devised which would work well with displaced homemakers; the FIRO-B is an excellent choice because it is easy to administer and provides information that can be related to both on- and off-the-job situations. Allow one to one-and-one-half hours per test for the interpretation and provide sufficient time to meet individually with students who need further assistance with their test results.

Guest Speakers

To round out the first meeting, you may want to provide a guest speaker with whom the displaced homemaker can identify either because

of race, age, previous life circumstances, or a combination of factors. It is important that the role model have successfully overcome barriers in her life. Our choice for the first meeting was a dynamic Latina who survived an abusive marriage and is now involved in a successful relationship and pursuing her master's degree in public health administration. Ideally, the role model should be a person who does not accept defeat and who inspires others to set goals and accomplish them.

Session 2

After the two or three-hour test interpretation, the remainder of the class session can be devoted to skill identification. This lesson enables students to recognize and orally present their abilities to the class. A relatively simple activity, the "skill identification", was introduced to accomplish this task (see appendix).

Skills can be defined as:

-- Attribute skills
-- Work Content skills
-- Transferable skills

and students should be encouraged to identify as many skills as possible in each of the three categories.

Group participation is essential for this activity to be successful, as students are often able to listen to the accomplishments of others and define the skills involved, yet be unable to do the same for themselves.

Session 3

By the third meeting, the course needs to begin focussing on specific careers. Much of the career information may be presented by role models who come to class to discuss their careers, how they entered the field, their previous work history, and to answer any questions. Some of the careers that were represented by role models included drafting, data processing, word processing, secretarial science, business, and electronics.

The third class session is also a good time to introduce students to the writing of an effective resume. Present an introduction to the resume and provide examples of different formats (see appendix), then allow students enough class time to begin drafting their own resumes, which can then be evaluated by the instructor.

Session 4

This session should be devoted to job search techniques, with work continuing on the resume. Prepare a lesson on successfully interviewing for a job (see appendix).

During the last hour of class, a guest speaker from the college financial aid office came to class to discuss options for financing an education.

Session 5

Continue the lesson on job search techniques during the fifth session, this time by arranging the class in groups of three and assigning to one the role of interviewer, to another the role of interviewee, and to another the role of observer. An evaluation sheet can then be filled out by each observer and given to the interviewee so that she can receive feedback on her interview performance (see appendix).

If a panel of women in nontraditional careers is planned, allow approximately two to three hours for the presentation. A panel of three is desirable, with a variety of ages, races and careers represented. Although it is important to have careers in demand represented, the most important ingredients of a successful panel are the personalities of the

participants. An encouraging, positive and friendly teacher is much preferred over a boring and discouraging speaker who happens to be an engineer.

In approaching guest speakers to serve as role models, some discussion should take place regarding their career stability and availability in the future. Displaced homemakers can begin a "networking" file while taking the course, listing names, addresses and telephone numbers of women who are willing to talk with them further about their career plans. This file is one of the most valuable assets a student can take with her once the course is over. Take care that guest speakers are willing to commit to this before the information is disseminated.

Session 6

At the last session, offer students the opportunity to participate in videotaped, "mock" interviews. For those who volunteer, conduct the interview with a specific job in mind, play the tape back to the students, and open it up for discussion. The rules we followed in discussing a videotaped interview were:

-- Allow the interviewee to say what she

liked about her performance

-- Allow the class to give the interviewee feedback about what they liked, speaking directly to the interviewee as "you", rather than to the instructor and refering to the interviewee as "she"
-- Allow the interviewee to express what she would do to improve her performance
-- Allow the class to offer constructive criticism to the interviewee

It is recommended that the videotaping take place in addition to previous practice interviews, as it brings together all interviewing lessons and provides invaluable feedback to the student. For most students, it will be their first experience on camera and, though they may be hesitant, most will enjoy the experience.

The remainder of the last session can be devoted to guest speakers, evaluation, post-tests, wrap-up, and a pot-luck celebration or similar "graduation" ceremony. For many displaced homemakers, the completion of a course such as this truly deserves to be celebrated.

CHILD CARE

In offering a course for low-income displaced homemakers, child care considerations must be addressed. Of the 183 women who submitted applications to the "Expanding New Horizons" project, 111 needed child care in order to attend. Of the 43 women who enrolled in the course, 26 needed child care to participate. Clearly, providing services to this population, especially to those women who receive A.F.D.C., necessitates providing free child care. None of the project participants could have afforded to pay even a modest fee.

The course began at 9 a.m. and ended at 2 p.m. The child care facility, however, was open at 8:30 a.m. to allow mothers to relax and enjoy a cup of coffee with each other before the day began. The facility remained open until 2:30 to given women a chance to work individually with the instructor and to conclude discussions with each other. Keeping the child care center open for that extra hour allowed some mothers to develop friendships which otherwise might not have been possible.

The child care facility should be located

close to the area where instruction will take place--although not so close that it will interfere. Fair Oaks Community Center provided the ideal situation because the child care facility was housed in the same building, but was several doors away from the classroom. This proximity is important because of the difficulty many women have in transporting themselves and their children. They should not be expected to deliver their children to a child care facility and then deliver themselves to another facility for instruction.

The child care center should be licensed and be able to accommodate the number of children anticipated. Be sure that adequate facilities are available for the special requirements of infants.

Staffing the Child Care Center

A high-quality staff is needed in order to minimize risk and ensure the well-being of both the program participants and their children. The time spent in the facility should enhance the child, not simply keep him/her occupied until the class is over. Creativity, the ability to plan activities, and knowledge of child development are highly desirable qualities in the child care provider.

Ideally, it is easiest to contract with a

child care facility for their services, thus freeing program staff to spend time on other activities. However, the expense of contracting for services may be prohibitive. A program's child care costs can be reduced by using a licensed community facility at no charge and by hiring student assistants from the college. You may be able to reduce costs further by creating an arrangement with the college cooperative work program and providing work experience to students in exchange for college credit. This usually involves drawing up a contract with specified objectives to meet, and requires a commitment to working individually with the student assistants to assist them in achieving their objectives.

To attract professional child care providers, our recruitment efforts were concentrated on the Early Childhood Education program at Cañada College and the staff at Fair Oaks Community Center. Early Childhood Education instructors were asked to announce these job openings to their classes and posters were placed in areas frequented by ECE majors. The highest wage on the student assistant pay scale was offered, to encourage professionalism among the pool of applicants.

Five people, composed of women and men of all ethnic categories and ages, were hired to conduct the child care component. Extra efforts were made to recruit Hispanic, Black, older and male applicants, as child care was viewed as a very important component of the program and a multi-ethnic staff was seen as having a very positive effect on children and another step in breaking stereotypes about people who work with children.

Equipment

The Fair Oaks Child Care Center is equipped with both indoor and outdoor playing areas. This allows the children to be physically active or to remain indoors if the weather does not permit outdoor play. Since the course is five hours in length, the children need variety to be content for such a block of time. The outdoor area is equipped with play equipment and a grass playing field is nearby where the children were often involved in organized games.

The Fair Oaks Child Care Center was gracious enough to allow the use of all educational toys, materials and books, so the children were well-occupied. Films were shown on rainy days to break the monotony of six consecutive Saturday sessions.

Every effort was made on the part of the child care staff to create a stimulating and loving environment for the children.

Cribs and cots were available for the children. Mothers supplied their children with lunches and any special necessities; everything else, including diapers, was provided for them.

Insurance

Our project operated on Saturdays, which required that special insurance be purchased to cover the child care facility during hours when it was not in operation. An appropriate plan was provided by Caroon and Black at a cost of $50 and was effective from October, 1982, through March, 1983. Fortunately, there was no need for a claim to be filed in over 72 hours of child care, due primarily to the extreme competence of the child care staff.

EVALUATION

Since a thorough evaluation is critical in determining your program's effectiveness, it is important to keep accurate records. Obtain statistical information on project participants and maintain records after each contact with the student, detailing the nature of the call/contact and the actions that resulted. An information sheet works well for this purpose (see appendix). If possible, conduct statistical tests of significance to determine whether results achieved (i.e., test scores, placement figures) were significant. Any statistical information/documentation will be invaluable when justifying the need for your program in funding applications.

Before embarking on your project, assemble a steering committee to determine direction and provide on-going and final evaluations. Ideally, the steering committee should meet several times throughout the duration of your project to recommend and review recruitment strategies, course content, child care arrangements and finally, to evaluate the program's effectiveness in placing displaced homemakers into jobs or training programs. Members of the steering committee should be selected from a

variety of organizations and should be knowledgeable about the special needs of displaced homemakers.

Follow-up

When the six-week course is completed, allow at least 10 hours per week for working individually with students to ensure placement into a job or training program which will lead to a satisfactory career goal. In addition, extra hours should be allotted for job development in the local community.

Maintain telephone contact with students at least once every two weeks. Stress your availability to meet with participants and make every effort to accommodate their schedules. Try to maintain office hours at the community facility where the course is taught, in addition to any campus office hours you may have. Staffing and equipping two offices can be frustrating and expensive, but it is a definite advantage to be located in the neighborhood where your students reside. If you do not maintain office hours in the community facility, you may not see your students after the course ends.

When telephone contact is difficult, written communication should be used to keep students informed of job openings, special training opportunities, child care information, and other developments. If the

student needs assistance but has transportation and/or child care problems, allow yourself time for home visits.

The momentum generated from even the most successful course can be dissipated if proper follow-up is not maintained. Being available to students and remaining in contact with them either by telephone, letter or in person is critical in helping them to find challenging and financially rewarding employment.

Job Development

Many vacancies occur that are never advertised due to time limitations and the surplus of qualified applicants which makes newspaper advertising unnecessary. Due to the nature of this "hidden job market", it is crucial that a program to serve displaced homemakers establish credibility among local employers.

The project director (or job development specialist, if your program has funding) should schedule time with employers in the local community to acquaint them with the program and to advocate for the displaced homemaker. Emphasis, of course, should be on the displaced homemaker's attributes and skills, and not on her plight or on how

desperately she needs a job. Many employers are already aware of the advantages of hiring a displaced homemaker, such as:

-- she is not likely to leave the job to marry or raise a family
-- she is a stable employee because she needs the job and is motivated to do well
-- she has the maturity and good judgment employers are looking for

Many more employers, however, need to be educated about the special qualities a displaced homemaker brings to the job.

When a job vacancy occurs, students should be carefully screened before being referred to an employer. The student's resume should be examined and, if appropriate, a mock interview should be set up to prepare the student for potential questions. Taking these extra steps will lend credibility to the program as well as prepare the student for a successful interview and increase her confidence and self-esteem, regardless of the outcome of the interview.

The project director should make every effort to speak to community service groups such as the Rotary Club, the Lion's Club, Kiwanis, Soroptimist

International, etc. Most of the people involved in these organizations are either employers or are involved in a management capacity of an organization and should be made aware of the untapped labor pool of displaced homemakers. Community outreach, if done properly and professionally, can result in many unadvertised job openings.

Expanding New Horizons

CURRICULUM GUIDE

EXPANDING NEW HORIZONS

Instructor:	Katharine Nelson
Office:	Cañada College, Bldg. 13 Room 209 on Wednesdays, from 9-2 Fair Oaks Community Center on Tuesdays and Thursdays, from 8-4
Telephone:	Cañada College: 364-1212 x461 Fair Oaks: 364-7340

SCHEDULE

October 9	Registration, Orientation Women and Work Vocational Interest Testing Videotape: "Pack Your Own Chute" Guest Speaker
October 16	Test Interpretation Secretarial Skills Videotape: "Voyages" Careers in Industrial Security
October 23	Careers in Banking The Resume Regional Occupation Program
October 30	Women and Mathophobia Careers in Drafting Careers in Computer Science
November 6	Panel of Women in Nontraditional Careers The Job Interview
November 13	Financing Your Education Mock Interviews/Videotaping Session Evaluations, Wrap-up

INFORMATION SHEET

Name: _____

Address: _____
Street

_____
City Zip

Telephone: _____ _____
Home Work

1. Your Age: _____

2. Marital Status: Married _____ Single _____
Divorced _____ Widowed _____

3. Source of Income: AFDC _____ Job ____ Alimony ____ Other ____

4. Education: Less than high school ____ A.A. degree ____
High school graduate ____ B.A. degree ____
Some college ____ M.A. degree ____

5. Number of children: _____ Ages of children: _____

6. What type of career are you interested in? _____
_____
_____

7. What did you do on your last job? _____

8. Date you last worked: _____

9. What special skills do you have? _____
_____
_____

10. List any special training you have had:

TEST INFORMATION

The California Occupational Preference Survey may be obtained from:

Educational Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

The FIRO-B (Fundamentals of Interpersonal Relationship Orientation - Behavior) may be obtained from:

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Name _____

Date _____

1. Women earn, on the average, what percent of men's salaries?

   a. 40% c. 60%

   b. 90% d. 100%

2. Of all year-round, full-time workers earning $25,000 or more per year, what percent are women?

   a. 30% c. 20%

   b. 10% d. Less than 1%

3. How many years will a woman who is married and has children work outside of the home?

   a. 20-30 years c. 0-5 years

   b. 10-15 years d. 5-10 years

4. What is the percentage of women in the labor force?

   a. 50% c. 40%

   b. 70% d. 20%

5. Out of 10 American girls, how many will work at some time in their lives?

   a. 3 c. 6

   b. 5 d. 9

6. Out of every 4 wives, how many will be widowed?

   a. 75% c. 45%

   b. 25% d. 30%

7. What percentage of all engineers is women?

   a. 10% c. 40%

   b. 5% d. 25%

8. What percentage of all chemists is women?

   a. 30% c. 11%

   b. 18% d. 15%

9. What percentage of the U.S. population is women?

a. 65% c. 52%

b. 40% d. 30%

10. What percentage of all secretaries is women?

a. 99% c. 80%

b. 70% d. 60%

11. A career field with excellent opportunities for women is:

a. engineering c. clerical

b. nursing d. social work

12. A career field which will have very limited openings in the future is:

a. teaching c. word processing

b. accounting d. data processing

13. The #1 occupational demand in San Mateo County is:

a. college teacher c. electrician

b. clerical d. medical doctor

14. Which of the following is a growth-oriented industry?

a. health c. teaching

b. social work d. law

15. Which of the following is a non-traditional job for a woman?

a. stockbroker c. nurse

b. secretary d. pre-school teacher

TRUE-FALSE

16. A woman with 4 years of college earns less than a man with less than an 8th grade education.

TRUE FALSE

17. To be successful in a career in drafting, one must be artistic.

TRUE FALSE

18. Traditional occupations generally offer more opportunity for women.

TRUE FALSE

19. A college degree is required before becoming an apprentice.

TRUE FALSE

20. Women of Spanish origin have the lowest income of any racial/ethnic group.

TRUE FALSE

21. More than half of all women who work are married.

TRUE FALSE

22. White females earn more, as a group, than minority females.

TRUE FALSE

23. During the last 25 years, women's earnings as a percent of men's have dropped steadily.

TRUE FALSE

24. The failure of women to study mathematics in school eliminates 75% of all professional jobs for them.

TRUE FALSE

25. The classified ads are probably the best way of finding a job.

TRUE FALSE

Expanding New Horizons

ANSWERS TO QUIZ

1. c.
2. d.
3. a.
4. c.
5. d.
6. a.
7. b.
8. c.
9. c.
10. a.
11. a.
12. a.
13. b.
14. a.
15. a.
16. True
17. False
18. False
19. False
20. True
21. True
22. True
23. True
24. True
25. False

SOURCES OF CAREER INFORMATION

Government Publications:

Occupational Outlook Handbook. U.S. Dept. of Labor.

Describes 250 occupations, including working conditions, training requirements, salary range and anticipated demand for the occupation. A national survey, so local conditions may vary.

Dictionary of Occupational Titles. U.S. Dept. of Labor.

Describes over 20,000 occupations in detail, using a 9-digit code number which yields information on the degree of involvement required with data, people, and things.

Directories:

Encyclopedia of Associations. (Detroit: Gale Research Company.)

Lists thousands of trade associations, professional associations, labor unions and fraternal and patriotic organizations.

Contacts Influential.

A guide to who's in charge at businesses in various parts of the country. Arranged regionally.

Directory of Corporate Affiliations. (Skokie, Illinois: National Register Publishing Co., Inc.)

An invaluable resource for finding out who owns whom.

Dun & Bradstreet Million Dollar Directory. D&B, 99 Church St., New York, New York 10007.

Lists 25,000 businesses with a net worth over $1 million; classified by product and location. Includes names of executives.

Standard & Poor's Register of Corporations, Directors, and Executives. 345 Hudson St., New York, New York 10014.

Lists 260,000 executives in 32,000 companies.

Ask the librarian for other directories that list:

- -- trade associations
- -- professional societies
- -- businesses
- -- colleges/universities
- -- business, trade and technical schools

There are literally thousands of books, magazines, brochures, and audio-visual materials with occupational information. Be aware of who publishes the material, as there may be a bias and the job may be overglamorized, the salary inflated, and future demand exaggerated!

Newspaper articles:

Clip out articles on people and companies in the field you are interested in. You can use the comments of people interviewed or the fact that you read about them in the newspaper as an introduction when meeting them to discuss careers in their field.

Other Sources:

The Yellow Pages

They can give you an idea of the variety of companies dealing with the service or product you are interested in.

Business Magazines (Wall St. Journal, Fortune, etc.)

Agency Publications

Annual Reports

Trade Magazines (often have classified ads)

Professional Newsletters

Government Publications (such as A Counselor's Guide to Occupational Information. U.S. Dept. of Labor. $4.00 from Superintendent of Documents, Washington, D.C. 20402. Stock GPO #029-001-02490-8) This guide identifies pamphlets, brochures, monographs and other career guidance publications prepared by the federal government.

Chamber of Commerce Publications

Career Centers, such as community college/university career centers, as well as privately operated centers such as the Women's Resource Center at 445 Sherman Ave., Palo Alto. (415) 324-1710

State Occupational Information Coordinating Committees

These committees help you find information about jobs in your state. They may provide information directly or refer you to other sources. The California SOICC is at:

1027 10th Street No. 302
Sacramento, CA 95814 (916) 323-6544

Personal Contacts

People are an invaluable source of career information. Ask them about their jobs!

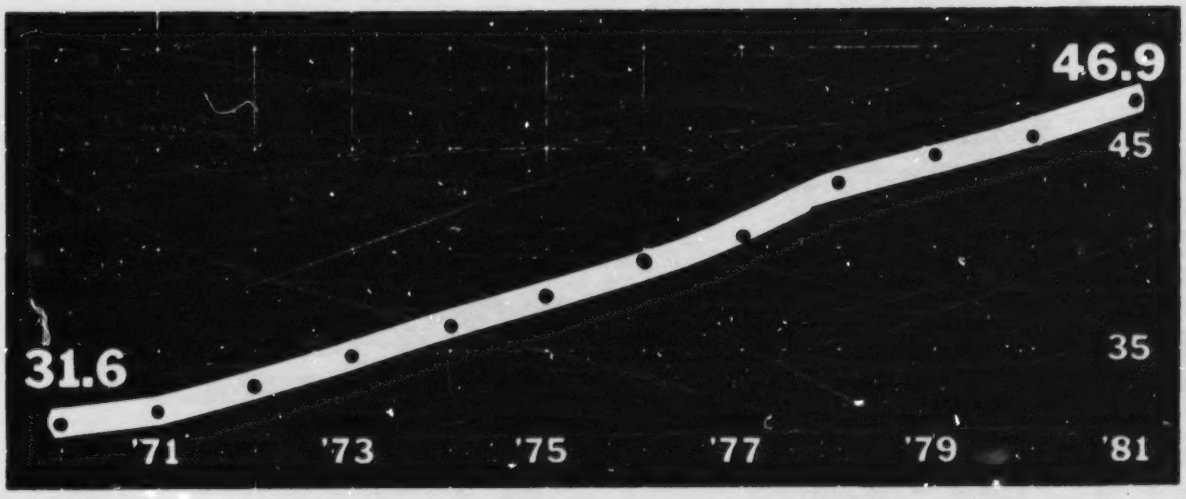
Networking

1) Get 3x5 cards and a container for them
2) Name as many acquaintances and friends as you can
3) One name per card with address & telephone number and how you know this person
4) File names alphabetically
5) Pick out the cards of people who:
   a) You know well enough to ask for help with your career planning
   b) Can give you worthwhile advice on careers
   c) Are associated with a career area you're interested in

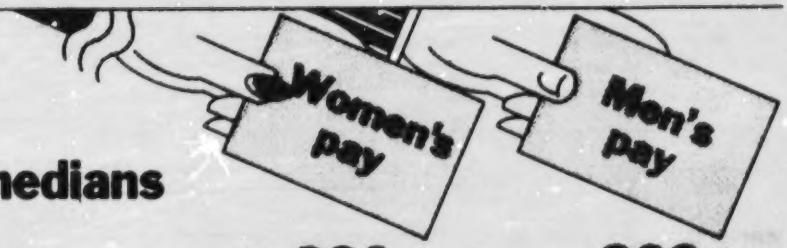
Build upon these contacts. Ask people for the names of others who might be able to help.

Take field trips to businesses, corporations or agencies you might like to work for. Many companies have open houses for the public. Take advantage of them. Learn as much as you can about them.

Number of women in the labor force, in millions



Earnings by occupation, 1981 weekly medians



Clerical workers	220	328
Computer specialists	355	488
Editors, reporters	324	382
Engineers	371	547
Lawyers	407	574
Nurses	326	344
Physicians	401	495
Sales workers	190	366
Teachers (elementary)	311	379
Waiters	144	200

Labor

Where New Jobs Will Be In the 1980s

For those armed with the right skills, finding work should be easier in the rest of the decade.

Though the nation's employment picture is bleak now, the federal government makes this rosy forecast: Nearly 25 million jobs will open up by the end of the decade.

Offering the most opportunities will be service occupations—secretaries, health-care workers, auto repairers, computer specialists and the like—and wholesale and retail trade.

By contrast, there will be fewer opportunities for farm workers, high-school and college teachers, postal workers and the clergy, among others.

Those are some of the conclusions of a new Labor Department study of employment trends through the 1980s.

Over all, says the government, job opportunities will grow more rapidly than the number of Americans seeking work. Lower birth rates of the early 1970s mean fewer young people will be looking for jobs, although the ranks of women workers will increase.

Thus, by 1990, the labor force will range from 122 million to 128 million people—up from 105 million in 1980.

At the same time, as many as 24.8 million jobs will open in a broad variety of fields. About 10 percent of those will be new positions in expanding industries. Replacement of workers who retire or die will account for the rest.

Even in occupations where employment is expected to decline—laborers and private household workers, for example—some jobs will be available.

More good news: With fewer teens and more workers in the 25-to-54 age group, "the whole economy should benefit" from higher productivity and less joblessness, says the Labor Department.

Yet potential problems exist. Some 15 million college graduates will enter the labor market by 1990, but only 12 million to 13 million jobs will be available in fields they traditionally serve.

Here is a breakdown of the department's forecasts in key fields—

Professional and technical. This includes highly trained workers such as scientists, engineers, physicians, lawyers, airline pilots and accountants. Jobs will jump 26 percent to as high as 20.7 million. Posts for health professionals, energy experts, computer analysts and programers will grow fastest, while those for teachers and professors lag.

Managers and administrators. A 21 percent increase—up to 11.3 million jobs—is projected in this category, which includes bank officers, buyers, credit managers and self-employed business operators. Opportunities for self-employed managers will decline.

Clerical workers. Already the largest group, these occupations—which include bank tellers, bookkeepers, accounting clerks, cashiers, secretaries and typists—will grow 27 percent to nearly 24 million. Although computers will change skills needed in some jobs and eliminate others, employment demand in this field will continue to grow.

Service workers. This wide-ranging group, including such workers as firefighters, janitors, beauticians, bartenders and cooks, will expand faster than any other as the nation's population and personal incomes grow. Jobs will jump 32 percent to 19.2 million by 1990.

Sales. Employes of retail stores, manufacturing and wholesale firms, insurance companies, real-estate agencies and the like will grow by 28 percent to 8.8 million.

Crafts. Jobs for skilled workers such as carpenters, tool-and-die workers, machinists, electricians and auto mechanics will increase 27 percent to as high as 15.8 million workers in 1990.

Production workers. Slow growth of some manufacturing industries and automation will hold down demand for such workers as assemblers, production-line painters and welders. A 23 percent rise to 13.2 million is forecast.

Transportation. Jobs in this group, which includes drivers of buses, taxis, trucks, trains and forklifts, will grow 26 percent to 4.4 million workers.

Unskilled labor. Employment for garbage collectors, construction laborers, and freight and stock handlers will grow slowly—at most, 22 percent to 7.1 million workers.

Farm workers. These jobs will continue to decline as machinery and chemicals make farming more efficient. They will drop 18 percent to 2.2 million. □

Occupations That May Prosper...

	Job Growth, 1980-90
Secretaries	700,000
Nurses' aides, orderlies	508,000
Janitors	501,000
Sales clerks	479,000
Cashiers	452,000
Nurses	437,000
Truckdrivers	415,000
Fast-food restaurant workers	400,000
General office clerks	377,000
Waiters, waitresses	360,000
Elementary-school teachers	251,000
Kitchen helpers	231,000
Accountants, auditors	221,000
Building-trades helpers	212,000
Automobile mechanics	206,000
Blue-collar supervisors	206,000
Typists	187,000
Licensed practical nurses	185,000
Carpenters	173,000
Bookkeepers	167,000
Guards, doorkeepers	153,000
Stock clerks (warehouse)	142,000
Computer-systems analysts	139,000
Store managers	139,000
Physicians	135,000
Utility repairers	134,000
Computer operators	132,000
Child-care workers	125,000
Welders	123,000
Stock clerks (sales floor)	120,000
Electrical engineers	115,000
Computer programers	112,000
Electricians	109,000
Bank tellers	108,000
Electrical, electronic technicians	107,000
Lawyers	107,000
Real-estate agents	102,000

... And Some That May Not

	Job Reductions, 1980-90
Farmers	240,000
Farm laborers	230,000
Secondary-school teachers	175,000
College, university teachers	85,000
Maids, servants	29,000
Graduate assistants	25,000
Compositors, typesetters	13,000
Shoemaking-machine operators	11,000
Clergy	9,000
Postal clerks	6,000
Central-office repairers	3,000
Ticket agents	2,000
Taxi drivers	2,000

Source: Data are U.S. Dept. of Labor

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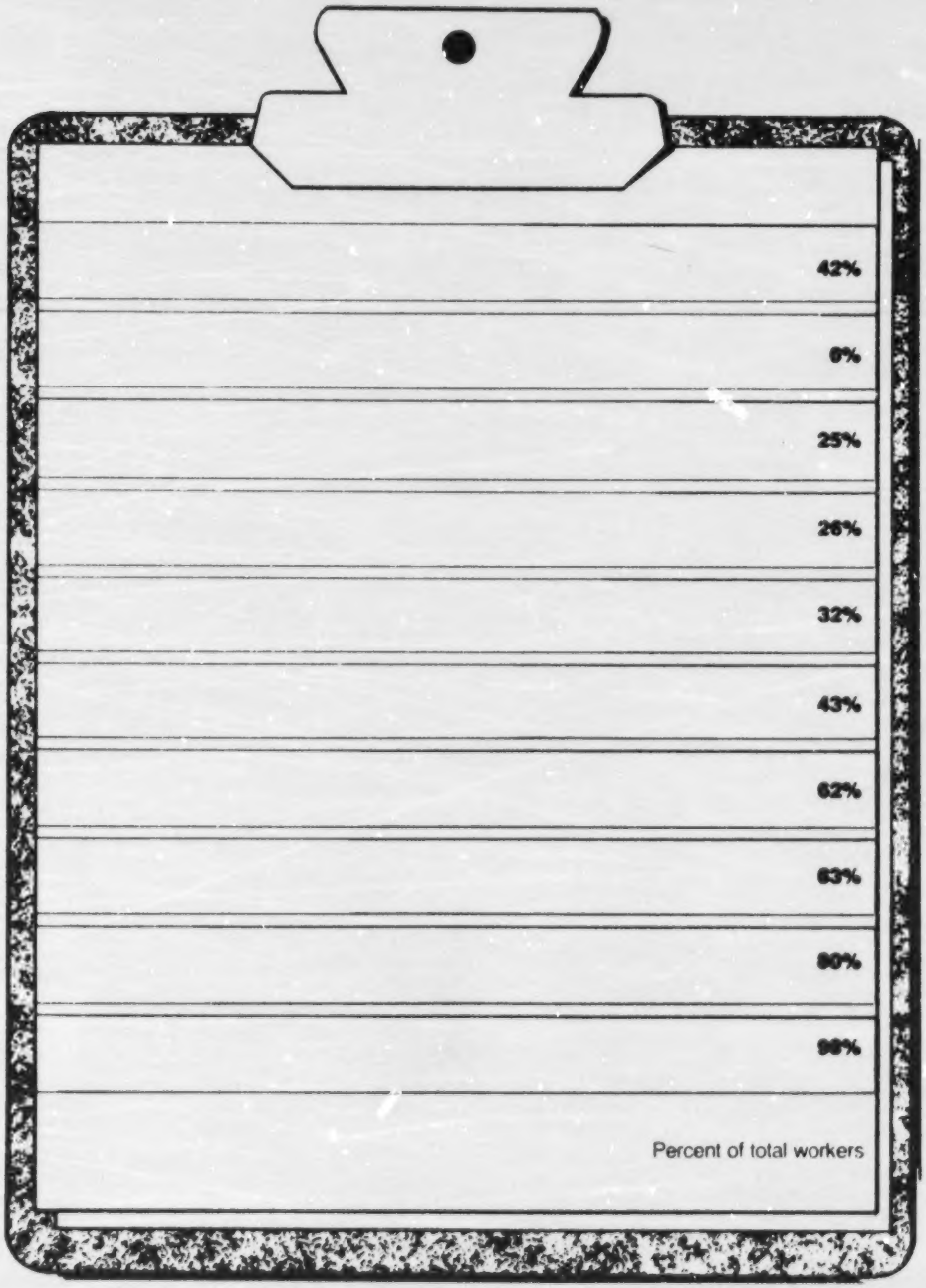

Women are underrepresented as managers and skilled craft workers

Source
Prepared by the Women's Bureau, Office of the Secretary, from 1979 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor

October 1980

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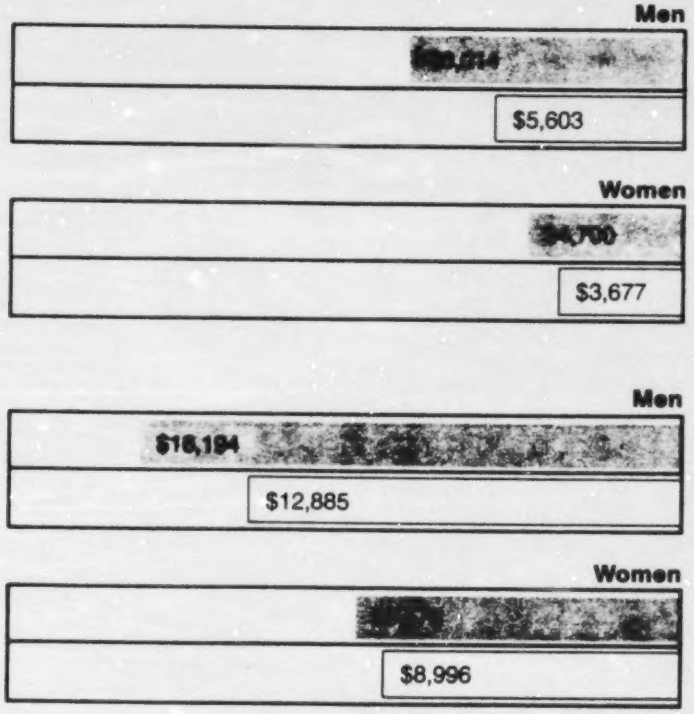
Fully employed women continue to earn less than fully employed men



*Includes all races other than white.

Source:
Prepared by the Women's Bureau,
Office of the Secretary, U.S. Department of Labor,
from data published by the Bureau of the Census,
U.S. Department of Commerce.

October 1980

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Most wives work to supplement family income

Source:
Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

October 1980

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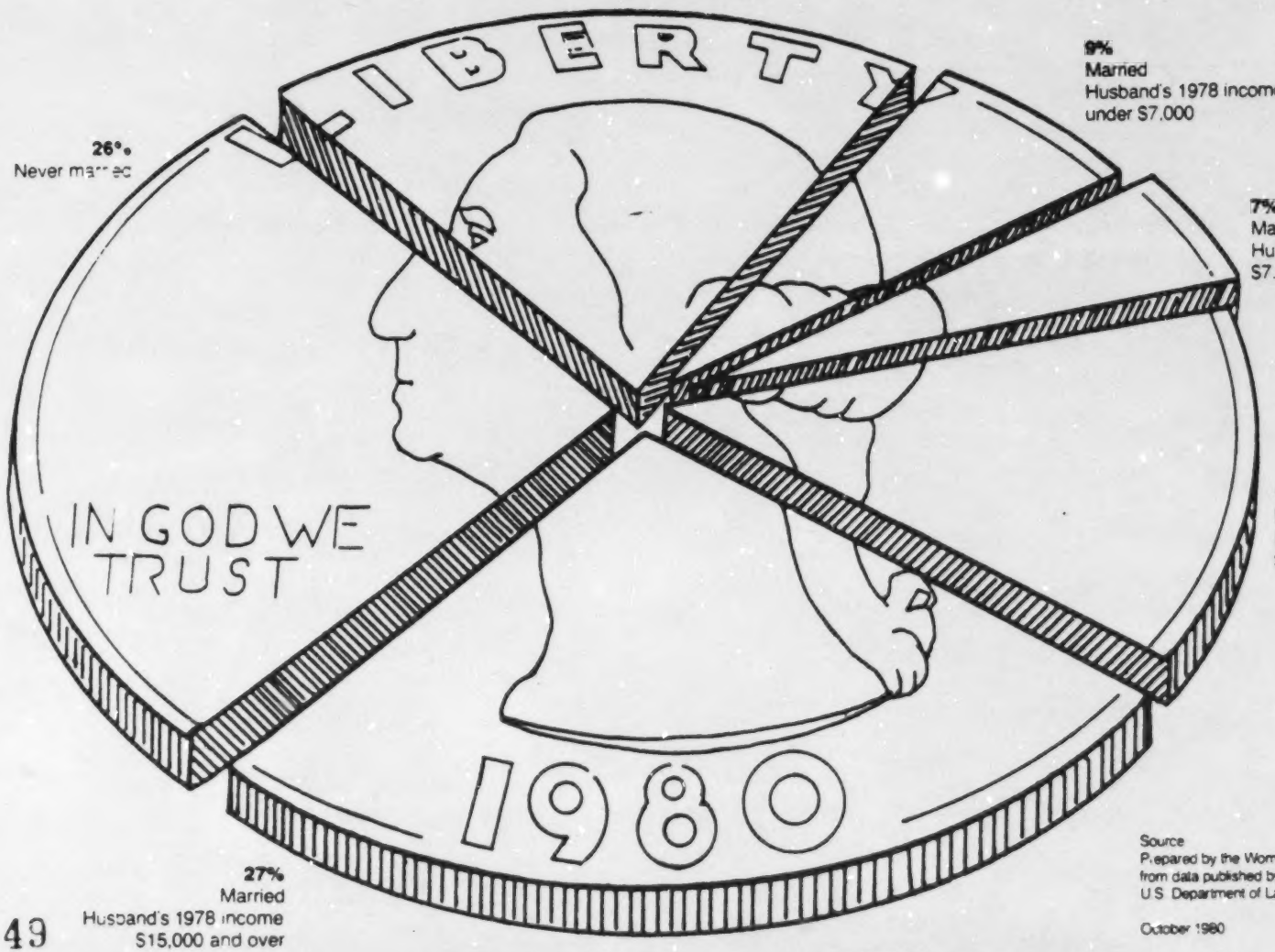
Most women work because of economic need

Women in the Labor Force, March 1979



19%
Widowed, divorced, or separated

9%
Married
Husband's 1978 income under $7,000

7%
Married
Husband's 1978 income $7,000-$9,999

13%
Married
Husband's 1978 income $10,000-$14,999

27%
Married
Husband's 1978 income $15,000 and over

26%
Never married

Source
Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor

October 1980

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An Overview of Women in the Workforce

42%—42.1 million—of the U.S. work force are Women. In 1977, 56% of Women 16 and over worked all or part of the year.

During the last decade the labor force expanded beyond government estimates. A key factor for this expansion has been the large influx of women workers. The number of women holding jobs has grown from 18 million in 1950 to 42.1 million in July 1978, a 129% increase. The total work force has grown from 62.2 million in 1950 to 100.6 million in July 1978, a 61.7% increase.

The overall pattern of growth does not focus, however, on movements within the different segments of women in the labor force. Participation rates vary considerably among women of different ages, family and marital status, race, and educational levels as outlined below.

Of the Women in the Workforce in March 1978, Nearly 80% were in Clerical, Sales, Service, Factory or Plant Jobs

According to the seasonally adjusted data released in March 1978, women workers were divided into the following occupational categories:

Professional-technical	16.1%
Managerial-Administrative	6.3%
Sales	6.8%
Clerical	34.7%
Craft	1.7%
Operative	11.2%
Non-Farm laborer	1.6%
Service, including private household	20.5%
Farm laborer	1.1%

These data do not show the concentration of men and women into certain job titles. For example, in professional jobs 60% of the women are non-college teachers or nurses, while men tend to be lawyers, doctors, or college professors. Within each occupational category the wages between men and women vary considerably. For every dollar earned by a man, a woman in the same job category earns significantly less. As of May 1977, the wage gap was:

	Women	Men
Sales	$.45	$1.00
Clerical	$.64	$1.00
Service	$.65	$1.00
Manufacturing	$.59	$1.00

In 1977 Full-Time Women Workers Had a Median Income* of $6,256 Less Than Men

Women working full-time, year round in 1977 had a median income of $8,814, while men's income averaged $15,070. Women made 58.5¢ to every dollar made by men. In 1955, women's median income was $2,734 to men's $4,246 (64.3¢ to the dollar made by men.)

Women of Spanish origin had the lowest income of any racial/ethnic group. Their income was less than half of white male's. In 1977, the medium annual income for men and women by race was:

		Percent of White Males
White Males	$15,378	100%
Spanish Origin Males	$10,935	71.1%
Black Males	$10,602	68.8%
White Females	$ 8,870	57.6%
Black Females	$ 8,290	53.9%
Spanish Origin Females	$ 7,599	49.4%

**Income includes earnings plus social security, investments, etc.*

On an Average, Women Who Work Full-Time Earn 59 Cents for Every $1 Earned by Men

During the last 25 years, women's earnings as a percent of men's have dropped steadily. In 1955, full time women workers earned 64¢ to men's one dollar. By 1960 this figure had dropped to 61¢. Ten years later in 1970, women's earnings were calculated to be 59.4¢ per men's one dollar. 1977 census data show that the median annual earnings for full time male workers was $14,626 and for female workers was $8,618 or 58.9%.

In 1976, About One in Every Ten Working Women Belonged to a Union

Of the 38 million women workers in 1976, 11.3% belonged to a *labor union*, down from 12.6% of women workers in 1970. Between 1970-76, the number of unionized working women increased from 4 to 4.3 million, a 7.5% increase. The total number of union members increased from 19.2 to 19.5 million,

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a 1.5% increase. Women were 20.7% of all union members in 1976.

15.9% of all working women belonged to *unions and associations* in 1976. Women members increased from 5 to 6.1 million, a 22% increase; while overall membership increased from 21.1 to 22.8 million, a 33% increase, between 1970-1976.

The following percentage of all women in these occupations were union members in 1975:

34.1% of blue collar workers, including craft, operatives and non-farm laborers

11.5% of clerical workers

11.1% of service and private household workers.

6.2% of sales workers

For further information see August 1978 *Monthly Labor Review*, "Women in Labor Organizations: Their Ranks are Increasing," Bureau of Labor Statistics, U.S. Department of Labor.

Nearly 7 Out of Every 10 Women Born Between 1954-1958 are Now in the Work Force

In July 1978, 69% of women between 20 and 24 years of age, and 62% of women between 24 and 34 years of age, were working or looking for work. These figures have increased from 46% and 36%, respectively, in 1960. The only age group in which fewer than one-half of women currently work for pay is that group of 55 and over.

PERCENTAGE OF WOMEN IN U.S. LABOR FORCE

	Annual Averages			July 1978 Seasonally Adjusted
	1960	1970	1977	
18 and 19 years	50.9	53.6	60.5	62.4
20 to 24 years	46.1	57.7	66.5	69.1
25 to 54 years, total	42.9	50.1	58.4	60.5
25 to 34 years	36.0	45.0	59.5	62.6
35 to 44 years	43.4	51.1	59.6	61.5
45 to 54 years	49.8	54.4	55.8	57.3
55 to 64 years	37.2	43.0	41.0	40.9
65 years and over	10.8	9.7	8.1	8.5

The Number of Married Women in the Work Force is Over 5 Times as Large as in 1940

The change in distribution of married women workers (husband present) has been the most dramatic of all categories of female jobholders. In 1940, these married women comprised only 30%, or 4.2 million, of all women workers. In March, 1978, 55.6% nearly 23 million, of all female workers were married with husbands present.

Since 1970 the number of divorced women workers has doubled—the number rose from 1.9 million in 1970 to 3.9 million in March 1978. The number of never married single women jobholders increased from 7 million in 1970 to 10.2 million in 1978.

Overall, of the 42 million working women in the United States, 25% are single, 56% are married, 4% are separated, 5.5% are widowed and 9.5% are divorced.

The highest participation rate (74%) of any group of women classified by marital status are those who are divorced. In March, 1978, percentages of women jobholers 16 years or older in the various groups were never married–60.5%; married, husband absent–56.8%; husband present–47.6%; and widowed–22.4%.

More Than Half of All Husband-Wife Families in 1978 Had Two or More Wage Earners

In March 1978 there were 57.2 million families in the United States. Of these 47.4 million had both husband and wife present, representing 83% of all families. In nearly 6 out of 10 of all husband-wife families, both partners held paid jobs.

Female-headed families accounted for 8.2 million, or 14.4% of all American families, while male-only headed families totaled 1.6 million.

At the top of the family income scale are those with two or more earners—the husband and second family member other than the wife, though she is present. The median income for these families in 1977 was $23,945. At the bottom of the family income scale, excluding those without earners, are single-earner families headed by women. These families have a medium income of $7,977 per year.

Average American family incomes for 1977 were:

Total, all families	$16,146
one earner	13,218
two earners or more	20,415
Husband-wife families, total	17,720
Total, families headed by women	7,765
Total, families headed by men	14,538

The National Commision on Working Women is a nongovernmental, action-oriented body. It was created to focus on the needs and concerns of that approximate 80% of women in the workforce who are concentrated in lower-paying, lower-status jobs in service industries, clerical occupations, retail stores, factories and plants.

Commission members are women and men representing business, labor, the Congress, the media, academia and working women themselves. As its secretariat, the Center for Women and Work implements the Commission's programs, seeks to achieve its overall goals, and serves as a national exchange for ideas, information and research related to the world of women in the workforce. The center is a separate operational unit within the National Manpower Institute, a private, nonprofit organization dedicated to "the fullest and best use of the human potential." Major funding is through a grant from the National Institute of Education (Department of HEW), with special project funds from the Ford Foundation and the Rockefeller Family Fund, and private corporations. Sources for statistics are: U.S. Departments of Labor and Commerce, September 1978.

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WOMEN IN APPRENTICESHIP PROGRAM

25 Taylor St.

San Francisco, Calif.

(415) 673-3925

Hours: 8 - 5:30 Monday-Thursday
8:30 - 12:30 Friday

Special Orientation to the Trades

March 2, 1983

12:30 - 2:00 at 940 Filbert (in Chinatown)

or

6:30 - 8 p.m. at Chinatown Library on Powell Street

March 8, 1983

3:30 - 5:30 p.m. at 31 Gough St. Room 48

THIS IS ALL FREE. WIP PROVIDES INFORMATION AND COUNSELING FOR WOMEN INTERESTED IN GETTING INTO THE TRADES.

SKILLS IDENTIFICATION

List five accomplishments that made you feel good. They do not have to be work-related -- look at your private life, too.

1.

2.

3.

4.

5.

Any others?

1.

2.

3.

4.

5.

Expanding New Horizons

WHAT IS A SKILL?

Skills can be classified into three categories:

1. Attribute Skills

   These are habits or characteristics, such as . .

   -- being on time
   -- neatness
   -- having a positive attitude
   -- being patient

   Remember: Most people lose jobs because of poor attribute skills and NOT because of the other skills.

2. Work Content Skills

   These are the skills most people think of when they try to identify their own skills. These skills are specific to an occupation, such as . .

   -- typing
   -- drafting
   -- bricklaying

3. Transferable Skills

   These skills are used in many, many occupations. They transfer, or apply to several different jobs.

   -- communication skills (oral and written)
   -- problem-solving
   -- managing
   -- analytical abilities
   -- directing
   -- organizational skills
   -- sales
   -- public relations
   -- fundraising
   -- leading
   -- marketing

   Involve your students in identifying as many transferable skills as possible.

JOB SEARCH
INTERVIEW CRITIQUE

Expanding New Horizons

Interviewee: _____

Observer: _____

Interviewer: _____

How effectively did the interviewee handle the following areas of the interview?

	Circle Appropriate Number				
	Poor				Excellent
Opening (Shaking hands, opening statement, saying interviewer's name)	1	2	3	4	5
Describing Background (Ties in direct and indirect job experience; ties academic background to job-related experience)	1	2	3	4	5
Shows Professional Attitude (Acts and dresses like an employed person)	1	2	3	4	5
Interview Preparation (Did homework on organization; practiced for interview; appears ready to answer most questions; has questions to ask of interviewer)	1	2	3	4	5
Career Objectives (Are they clear and realistic?)	1	2	3	4	5
Personal Appearance and Non-Verbal Behavior (Eye contact; posture; handshake)	1	2	3	4	5
Self-confidence (Believes in own ability; positive attitude)	1	2	3	4	5
Ability to Communicate (Answers questions quickly and to the point; turns negative into positive)	1	2	3	4	5
Overall Rating for Interview	1	2	3	4	5

OCCUPATION WORKSHEET

Research 3 careers. Use one worksheet for each career. Use at least 2 sources of information in addition to Eureka (the computer). Answer the following questions.

1. Career or occupation you are researching: _____

2. Some typical duties of this job: _____

_____

3. Some related occupations: _____

_____

4. Educational preparation/background required for this career:

___High School Graduate ___Vocational School

___Community College (1-2 years) ___Four-year College

___More than 4-year college (Graduate School)

a. Is on-the-job training available? ___Yes ___No

b. Are apprenticeships available? ___Yes ___No

How long do apprenticeships take? _____

5. What types of courses and subjects would you need to study and complete to prepare for this career? _____

_____

6. Is experience necessary? ___Yes ___No

7. Must you join a union to enter this occupations? ___Yes ___No

8. Is a license or certificate required? ___Yes ___No

If yes, name and address of licensing agency: _____

_____

9. Personal/physical traits required or desired for this job:

10. Working conditions:

a. Hours per day: _____ Per week: _____ Extra hours in peak periods? ____

b. Unusual health or safety hazards? ___Yes ___No

c. Required to meet the public? ___Yes ___No

d. Will you be required to make decisions? ___Yes ___No

e. Will you have definite responsibilities? ___Yes ___No

f. Will you work indoors, outdoors, or both? _____

g. Does the work have variety or is it routine? _____

h. Will the work be regular or seasonal? _____

i. Will you be required to travel? ___Yes ___No

j. Will you be working primarily with: ___Things
___People
___Data/Ideas

11. What is the starting salary? _____
What is the top salary? _____

12. What are the opportunities for advancement? _____
_____

13. What businesses in the Bay Area offer this type of position? _____
_____
_____
What other areas of California or the United States offer this type of work? _____

14. Does this job require security clearance? ___Yes ___No

15. What are some advantages of this job? _____
_____
Some disadvantages? _____
_____

16. What is the outlook for this field? _____

17. Do you expect this job to be a life career? ___Yes ___No
Or a stepping-stone to ? _____

18. With whom have you discussed your career plans? ___Counselor
___Teacher ___Spouse ___Parents/Family ___Friends
What do they think? _____

19. Identify 2 sources from which you have received this information, in addition to Eureka: 1)_____ 2) _____
What is the date of this information? _____

20. Do you think you would be happy in this career? _____

Source: California State University, Long Beach. Career Planning and Placement Center.

WHAT IS A RESUME?

A resume is a job hunting tool, a personal inventory of your job qualifications which is submitted in application for a position. The main purpose of a resume is to get an interview. It does this by presenting briefly, accurately and systematically:

-- WHO YOU ARE

-- WHAT YOU KNOW

-- WHAT SKILLS YOU HAVE

-- WHAT POSITION YOU SEEK

-- WHY YOU SHOULD BE HIRED

The resume has proven itself one of the most effective job hunting tools available. Properly prepared, it is often the deciding factor in whether or not you get an interview. People just don't hire through the mail nor on the basis of your application. You must have an interview.

Most organizations require an application. So, isn't a resume a duplication of the application? YES, but it is good duplication. Rather than fitting answers into boxes on an application form, the resume enables you to present yourself in the way you want to be presented. As an overview, it is easier to read and it may be a crucial device to get you through the first screening process.

Source: Educational Placement Office
California State University,
Long Beach

RESUME WRITING

Expanding New Horizons

THE DON'TS

1. Don't let anything compete with your name. For quick and easy identification, place only your name, address, and telephone number at top center.

2. Don't list your birthdate. By law, it cannot be required. By common sense, it should be deleted. You could automatically eliminate yourself from the running by declaring yourself too young or too old. Don't ruin your chances for an interview by including your age.

3. Don't mention your health. Of course you're healthy. An employer assumes that to be true, so don't waste the reader's time or your space.

4. Don't include your marital status. It is unimportant to an employer at this stage. Age, health, and marital status are incidentals that are of no value on a resume; they simply take up space that could be better used to indicate your business skills and background.

5. Don't sell yourself short. Don't be foolishly modest. Frequently, the only knowledge a prospective employer has of you is what is given on a resume. So, do not play down your accomplishments. Do not try to condense five years of achievement into one or two sentences.

6. Don't overlap employment dates, for they can be misleading to the reader. It is better to avoid the confusion completely by putting dates in non-overlapping sequence. Any overlapping work can be indicated under the heading, "Professional Activities", without dates.

7. Don't lead off a job description by accentuating a lesser skill to the detriment of a more important one. "Edited and Typed" is certainly more powerful than "Typed and Edited", although "Edited" by itself is even stronger.

8. Don't mention availability of references. It is assumed that you can provide them.

THE DO'S

1. Be brief and concise. One page is recommended. Two pages are the maximum.

2. Be clear. Say exactly what you mean in a simple way.

3. Be accurate. You may be checked on what you clain on your resume.

4. Be neat. Always, always, always, <u>type</u> your resume.

maintain
manage
map
measure
mediate
mentor
model
monitor
motivate

navigate
negotiate

observe
operate
organize
originate

participate
perform
persuade
plan
predict
prepare
present
print
prioritize
process
produce
program
project
promote
proofread
propose
provide
publish

question

raise
recommend
reconcile
record

recruit
reduce
refer
regulate
rehabilitate
reorganize
repair
replace
replenish
report
represent
research
resolve
respond
revamp
review
revise
rewrite

schedule
secure
select
sell
serve
simplify
sketch
solve
speak
streamline
strengthen
succeed
summarize
supervise
synthesize
systematize
theorize
train
transact
transfer
translate
treat
troubleshoot

update
upgrade

verify

write

Source: University of California Career Planning and Placement Center.

ACTION VERBS TO DESCRIBE SKILLS

Use the present tense for current employment and past tense for previous employment.

accomplish
achieve
add
adjust
administer
adopt
advise
advocate
aid
allocate
analyze
apply
appraise
approve
arbitrate
arrange
assemble
assess
assign
assist
attain
audit

budget

calibrate
care
change
check
clarify
classify
coach
code
collate
collect
communicate
compete
compile
complete
compose
compute
conduct
confront
consolidate
construct
control
coordinate
correspond
counsel
create
critique

decide
delegate
demonstrate
describe
design
determine
develop
diagnose
differentiate
dispatch
dispense
display
dissect
distribute
document
draft
draw

earn
educate
edit
effect
encourage
enlist
establish
estimate
evaluate
examine
exhibit
expedite
explain
express

facilitate
forecast
fulfill

hire

identify
implement
induce
influence
inform
initiate
illustrate
imagine
inspect
inspire
install
instruct
integrate
interpret
interview
invent
investigate
involve

judge

launch
lead
lecture
lobby
locate

SAMPLE CHRONOLOGICAL RESUME FORMAT

NAME
Street Address
City, State, and Zip

Area Code and Phone Number

POSITION OBJECTIVE

State specific job being sought

QUALIFIED BY

List capabilities, competencies and special skills gained from past experience that relate to the position objective.

EDUCATION

List name of high school and date of graduation. If college was attended, omit high school. List most recent education first.

EMPLOYMENT HISTORY

List names of companies, job titles and dates. List most recent first. Be complete. Do not abbreviate.

LANGUAGES SPOKEN

Include only if knowledge or ability to speak or read a foreign language is important for the job.

MILITARY EXPERIENCE

If applicable, list department of the service, rank, and date of separation.

OUTSIDE INTERESTS

Add any hobbies or activities (briefly) that you have that show you have a broad range of interests. This makes you appear as a more interesting person.

PERSONAL STATEMENT

This is optional. If you wish, write a short statement that describes yourself, using the pronoun "I". You may include long-range goals, express enthusiasm, commitment, dependability, loyalty, or other attributes that are important for the job.

A RESUME OF A HOUSEWIFE

1955 to Present

Position: Household Manager

Employer: The Smiths (a closely-held partnership)

DUTIES AND MAJOR ACCOMPLISHMENTS WITHIN SELECTED AREAS OF RESPONSIBILITY

Finance	Developed accounting system to accommodate joint-check banking activities of partners; coordinated household purchasing, savings, and bill-paying procedures to eliminate cash-flow crises (endemic in early stages of partnership); administered payroll (draw to principal partners and salary allowances to associates); prepared annual budget.
Public Relations	Handled community relations, correspondence and communications, guest accommodation, daily travel arrangements.
Personnel Management	Counseling; assignments and scheduling; training programs, labor relations; principal responsibility for health, well-being, and performance of partners and associates.
Purchasing	Created and refined cost analysis and marketing survey procedures.
Miscellaneous Responsibilities:	Nutrition, plant and equipment maintenance; entertainment and recreation.

Source: Regional Occupational Program, San Mateo County.

Your present address
City, State, Zip Code
Date of Writing

Ms. Jane Blank
Title
Company
Street Address
City, State, Zip Code

Dear Ms. Blank:

First paragraph - Tell why you are writing; name the position, or field, or general vocational area about which you are asking. Tell how you heard of the opening or the organization.

Second paragraph - Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to his point of view. Tell why you are particularly interested in her company, location, or type of work. If you have had related experience, or specialized training be sure to point it out. Indicate your willingness to relocate, if appropriate.

Third paragraph - Refer the reader to the enclosed application form, resume, or the fact that the ABC Placement Office has or will send full credentials as a method which will give additional information concerning your background and interests.

Fourth paragraph - Close by making a specific request for an interview, suggesting date and time, and indicate that you will phone the day before for a confirmation of the appointment unless you hear beforehand that the reader does not wish an interview. If, instead of wanting an interview, your request was for further information, enclose a self-addressed, stamped envelope. Make sure your closing is not vague, but makes a specific action from the reader likely.

Sincerely,

(your handwritten signature)

Type Your Name

Source: Career Planning and Placement Office, California State University, Long Beach

Your present address
City, State, Zip Code
Date of Writing

Name of Interviewer
Position or Title
Name of Organization
Address
City, State, Zip Code

Dear Ms. Blank:

First paragraph - Express your thanks for the interview, date of interview and place where the interview was held. Briefly mention your feelings about the interview and the position for which you are being considered. Let the interviewer know that you do want to work for her company. Bring out skills and abilities you may have forgotten to mention during the interview.

Second paragraph - Highlight and summarize the skills, abilities, and interests that you have. Indicate a willingness to provide further information upon request.

Third paragraph - Close cordially.

Sincerely,

(your handwritten signature)

Type Your Name

Source: Career Planning and Placement Office, California State University, Long Beach

THE 16 MOST ASKED QUESTIONS IN THE INTERVIEW

1. What would you do if . . . ? (Imagined situations that test a person's knowledge of the job)
2. In what type of position are you most interested? (Talk about functions; titles might be different in different companies)
3. Why do you think you would like to work for our company?
4. What jobs have you held? How were they obtained and why did you leave?
5. What do you know about our company?
6. What are your ideas on salary?
7. Why do you think you would like this particular type of job?
8. Can you get recommendations for previous employers?
9. What interests you about our product or services?
10. Are you looking for a permanent or a temporary job?
11. How long do you expect to work?
12. Are you willing to go where the company sends you?
13. What are your own special abilities?
14. What kind of work interests you?
15. Have you ever had your driver's license revoked?
16. Why should we hire YOU for this job rather than anyone else?

STRESS INTERVIEW QUESTIONS

What is your biggest weakness?

What do you think of your boss?

How long would it take you to make a contribution to our firm?

How long would you stay with us?

What position do you expect to have in five years?

What's wrong with your present firm?

Why are you leaving your present position?

EVALUATION

1. What was the most important aspect of this course for you?

2. The least important?

3. What would you do to improve "Expanding New Horizons?"

4. Please indicate your future career plans.

   Short-term goals: (to do within the next 6 months)

   Long-term goals: (to do within the next 5 years)

5. Do you plan to: ___ enroll in school (Course:_____)
   ___ find a job (Type of job:_____)
   ___ don't know
   ___ other _____

6. Would you recommend this course to a friend? ___Yes ___No

   Why or why not?

7. Have your ideas about a career changed as a result of this course?
   ___Yes ___No If yes, how have they changed?

8. Additional comments:

ANNOUNCING...

Cañada College's

"new horizons program"

at Fair Oaks Community Center

A special free course to help women:

- Learn about training programs, job opportunities, salaries and working conditions
- Identify their skills
- Develop self-confidence
- Make better decisions
- Increase their earning power
- Find and keep jobs

Special features include guest speakers, field trips, vocational interest testing and career counseling during and after the course.

When: Saturdays (February 19, 26, March 5, 12, 19, 26)

9 a.m. - 2 p.m.

Where: Fair Oaks Community Center
2600 Middlefield Road
Redwood City

- Free child care is provided
- College credit available

For more information call
(415) 364-1212, x 339 or 460.

To sign up,
mail application on reverse to:

Cañada College
New Horizons Program
4200 Farm Hill Blvd.
Redwood City, CA 94061

APPLICATION FOR

NEW HORIZONS PROGRAM

Name _____

Address _____
Street

_____
City Zip

Telephone _____

DO YOU NEED CHILD CARE TO ATTEND THIS CLASS? Yes ☐ No ☐

IF YES, HOW MANY CHILDREN NEED CHILD CARE? _____

WHAT ARE THE AGES OF THESE CHILDREN? _____

No person shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under this project.